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seem sufficient for placing a discussion of the use of habit-forming drugs, tobacco, and alcohol primarily under the aesthetic life (as abnormal aspects); (3) the thoroughgoing treatment of the economic life and of the family life (growth of population) may well be extended to the handling of the aesthetic life and the intellectual and spiritual life (true, there are not as tangible data available in these fields as in the other fields mentioned, but sufficient, it would seem, for an extensive presentation); the importance of these fields would seem to call for further treatment; and (4) more specific emphasis upon the vital and ever-present psychological and subjective forces in human interrelationships.

The style of the book is clear, wholesome, and constructive. It is a contribution to a comprehensive consideration of social life and progress on the part of the person who is beginning a scientific study of society.

E. S. BOGARDUS

UNIVERSITY OF SOUTHERN CALIFORNIA

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*The Physical Basis of Society.* By CARL KELSEY. New York: D. Appleton & Co., 1916. Pp. xvi+406. \$2.00.

The advantages which the beginning students in sociology at the University of Pennsylvania have had in listening to the survey of the geographic and biological basis of human evolution have now been opened, in a way, to beginning sociological students elsewhere. Professor Kelsey has brought together within a small compass a countless number of facts (physical, hereditary, environmental) which throw light on the nature of human development. Among the anthro-geographic sources from which the author draws are Osborn, Hann, Semple, Shelford, and Huntington; and among the biological and evolutionary sources are Bateson, Thomson, Pearson, Boas, Thomas, Kropotkin, Ellis, Woods, and White.

Quotations are used extensively. Few generalizations and personal inductions are given. The facts which are presented represent, in general, the best expression of recent findings in the given fields. The author's own thought appears more definitely in the closing chapters and especially in the last one, on "The Nature of Progress," in which the author presents five sets of tests of the fitness of a people or nation to survive and to advance.

The defects, as far as there are any, are essentially those which are related to the use of the survey method. The extensive character of the facts which are given would seem to justify more personal induction than

one finds in the book. A few inaccuracies occur; e.g., the sentence (p. 27) "Activity is determined by structure" is too categorical and would probably be more accurate if stated: "Activity leads to structure, but is limited by it." "Credulity" appears (p. 129) when incredulity is intended.

A splendid and original service has been performed by Professor Kelsey in selecting, bringing together, organizing, and presenting in one volume such a fund of concrete material upon the physical bases of social progress. Students undertaking sociological studies, and the busy reader alike, will find the book of increasing usefulness.

E. S. BOGARDUS

UNIVERSITY OF SOUTHERN CALIFORNIA

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*An Introduction to Educational Sociology.* By WALTER ROBINSON SMITH, PH.D. Boston: Houghton Mifflin Co., 1917. \$1.75 net.

Educational sociology does not cover the whole of sociology, even in conspectus. Dr. Smith defines his subject as "the application of the scientific spirit, methods, and principles of sociology to the study of education" (p. 15). It would therefore seem to the reviewer that educational sociology is not sociology at all, in the ordinary meaning of the term, but rather a sociological study of education—that the adjective should be made the noun and the noun the adjective. But that is only a matter of names.

Such a correlation of two different subjects would naturally presuppose some acquaintance with both. "Educational sociology," our author says, "must take into account every phase of sociological thought, but in an elementary treatise an application of the teachings of each division of the general field would be needlessly complex and academic" (pp. 42, 43). He merely selects those principles out of the general field which seem to be necessary to educational sociology as a system coherent within itself. In the list of courses in the Kansas Normal School "general sociology" and "advanced sociology" precede "educational sociology." Yet Dr. Smith says in his preface that he is writing for "educators untrained in sociology, and undergraduates with little training in either field," which means that educational sociology may be an application of sociology only in the mind of the instructor; it is an independent discipline to be developed on foundations of its own.

This book is in two parts of ten chapters each. The first part, and the shorter, is "Sociological Foundations"; the second is "Educational Applications."